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ABSTRACT

This course is intended for third- or fourth-year Spanish students seeking to review the essentials of Spanish grammar and to increase their vocabulary. It is specifically intended for those planning to take the College Board Achievement Test in Spanish. Performance objectives are prescribed for culture study, speaking, reading, and writing skills. Sample tests, suggested procedures, and evaluation materials are included. A list of reference materials concludes the text. (RL)

ED 062 866

ADVANCED SPANISH REFRESHER

Course Number 7505.21

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DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

FL 003 152

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ADVANCED SPANISH REFRESHER

COURSE DESCRIPTION

This course is designed to meet the needs of any student, either concurrently or previously enrolled in third or fourth year Spanish, who desires to review the essentials of Spanish grammar and to increase his vocabulary. It is, however, specifically planned for those who want to take the College Board Achievement Test in Spanish. For that reason, the course deals largely with the development of the reading and writing skills, but the use of Spanish as the language of the classroom is strongly recommended. Few textbooks are planned for a nine weeks course, but several suggestions are made in the list of materials. From these the teachers will select what seems best for the particular class, according to the course outline. The relative amount of time alloted to the skills emphasized will be suggested but will, of necessity, be dependent upons the level of achievement of the students enrolled.

BROAD GOALS AND PERFORMANCE OBJECTIVES

A. To integrate, clarify, and supplement the student's knowledge of the basic structures of the Spanish language.

1. 90% of the students will be able to identify correctly as to tense 90% of verb forms given.
2. When told the specific tense to be used, 90% of the students will be able to supply the correct form with 80% accuracy.
3. When given specific directions, 80% of the students will be able to produce the correct tense and verb form with 80% accuracy.
4. Given a number of sentences with noun objects 80% of the students will be able to rewrite the sentence, replacing the nouns with the correct pronouns, putting them in the proper place, and making the past participle agree correctly if necessary, with 80% accuracy.
5. 90% of the students will be able to combine two sentences into one with the correct relative pronoun with 80% accuracy.
6. Given a series of statements, 90% of the students will be able to formulate a question using the proper interrogative word or words with 90% accuracy.
7. 90% of the students will be able to complete sentences with the correct form and position of adjectives with 90% accuracy.
8. When given specific instructions, 90% of the students will be able to supply the correct form and position of the determinants with 80% accuracy. This includes definite, indefinite, and demonstrative and possessive adjectives.

9. 90% of the students will be able to form and use correctly adverbs with 90% accuracy.

B. To improve the student's reading comprehension by developing his control of previously learned vocabulary and by increasing his word power through intensive study of idiomatic expressions and new words in context.

1. When given specific directions 90% of the students will demonstrate by written reaction their knowledge of previously learned words and expressions with 90% accuracy.
2. 90% of the students will be able to select the correct synonym, antenym, or expression similar in meaning from a matching list of words or expressions not previously learned with at least 80% accuracy.
3. When given adapted and/or edited selections from literature with new vocabulary at proper level 90% of the students will be able to demonstrate by written reaction their comprehension of the material with a minimum of 80% accuracy.

COURSE CONTENT

A. Verbs

1. Tense formation

a. Regular verbs

b. Reflexive verbs

c. Irregular verbs

d. Orthographic changing verbs

2. Tense usage

a. Indicative mood

1. Use of present tense to express an action or event begun in the past and continuing in the presnet with, cuanto tiempo hace que....., hace....que, desde cuando, desde hace....

2. Use of present tense instead of future to ask for instructions or to refer to an action that will take place in the immediate future.

3. Use of imperfect with desde cuando, etc.

4. Use of imperfect in contrast with the preterit.

5. Use of the future to express probability in the present.

b. Conditional mood

1. Use of the conditional to express probability in the past.

2. Use of the conditional as translated by "would" in English.

c. Imperative mood

d. Infinitive

1. Use to replace a clause

2. Verbs taking a, de, en and con, or no preposition before an infinitive.

e. Participles

1. Use of present participle to form progressive tenses with verbs of motion.

2. Agreement of past participles

f. Subjunctive mood

1. After verbs of emotion, volition, doubting

2. After certain impersonal expressions

3. After creer, dudar, negar used interrogatively or negatively

4. After certain conjunctions

5. In adjective clauses

6. After compounds of quiera and similar indefinite expressions

7. After ojalá

B. Personal Pronouns

1. Subject pronouns, used for clarity, emphasis and politeness.

2. Prepositional pronouns, used as the object of a preposition.

3. Object pronouns, direct or indirect - uses.

C. Relative Pronouns

D. Interrogative pronouns and adjectives

E. Nouns and qualifying adjectives

1. Irregular plural of both

2. Feminine of adjectives

3. Position of adjectives

4. Comparison of adjectives

F. Demonstrative and possessive adjectives and pronouns

G. Adverbs

1. Formation

2. Position

3. Comparison

H. Articles

1. Definite

2. Indefinite

I. Negatives

J. Indefinite adjectives and pronouns

K. Vocabulary and reading comprehension

1. Review of vocabulary from previously studied material

2. Drill of new words and expressions from reading selections

3. Reading material at the appropriate level for students.

SAMPLE TESTS

The following sample questions are suggestions as to types of questions that may be used in evaluating each performance objective.

A. Verbs

1. Objectives 1 and 2

Write the correct form of the verb given in the column at the right, making it match as to tense, person and number the corresponding verb form in the column at the left.

Example:	María aprendió	llamar
Answer:	María llamó	
a.	yo escribí	comprar
b.	ellos oyen	vivir
c.	Ud. quería	cerrar
d.	ella está lavando	abrir
e.	nosotros esperemos	llamar
f.	él ha caminado	leer
g.	tú irás	comer
h.	ellos comerían	ver
i.	Uds. estacionaron	buscar

2. Objective 3

a. Past tenses

Complete the following sentences using the correct past tense; imperfect, preterit, past perfect

1. Carlos le (llamar) con frecuencia.
2. Nosotros (ir) al cine el viernes.
3. El (dejar) abierta la ventana.

4. Ella (recibir) una carta ayer.

5. Yo tadavía no (leer el periódico.

6. Nosotros (llegar) a la escuela a las ocho.

7. Ella (comer) mucho anoche.

8. La chica (tener) los ojos azules.

9. (Ser) las tres y media.

10. El (tener) cinco años.

b. Subjunctive mood

1. Write the verb in parentheses in the correct form, <u>indicative</u> or <u>subjunctive</u>.

1. Espero que ellos (terminar) el trabajo.

2. Dudo que yo (poder) acostumbrarme.

3. Parece que él (estudiar) mucho.

4. Me dice que la (esperar).

5. Dice que ella (llegar) esta noche.

6. Me alegro de que Ud. (estar) aquí.

7. Ojalá que él no (trabajar) mañana!

8. Es cierto que ellos (venir).

2. Combine the following two sentences into one, making use of either the <u>infinitive</u> or the <u>subjunctive</u>.

1. Tengo que salir mañana. Yo lo siento.

2. Yo vendo la casa. El se alegra.

3. Nosotros escribimos en el libro. El maestro no quiere.

4. El está aquí. No le gusta.

5. Ella tiene los discos nuevos. Es probable.

6. Mañana es dia de fiesta. No es verdad.

3. Complete the following sentences putting the verb either in the <u>past subjunctive</u> or the <u>preterit</u>:

1. No permitió que yo (ir) en busca del doctor.

2. El (pedir) que yo lo ayudara.

3. Me dijo que no quería que yo (vender) la casa.

4. El les (rogar) que vinieran temprano.

5. Le aconsejaron que (salir) en seguida.

c. Conditional mood.

Put the verb in parentheses in the correct tense and mood according to the sense of the sentence.

1. Yo sabía que la clase (ayudar) al maestro.

2. Dijo que me (escribir).

3. (Contestar) que volvería al día siguiente.

4. Mi primo escribió que (venir) a visitarme.

5. Yo (confesar) mi temor, y no iría.

B. Personal pronouns.

Rewrite the following sentences, replacing all nouns with pronouns and making all necessary changes:

1. María ve a Juan.

2. Hay que tener paciencia con los niños.

3. Según la mujer, vieron una maleta.

4. La criada está colgando el vestido.

5. Desea abrir la caja.

6. El cura comienza a leer a los niños

7. El mozo sirvió el almuerzo a las señoras.

8. La chica quitó la pelota a Alfredo.

C. Relative pronouns

Combine the following two sentences into one, making use of the correct relative pronoun:

1. El bosque era oscuro. Les inspiró terror.

2. A pesar de todo, hay que pagar los impuestos. Son muy altos.

3. Ese es el mismo hombre. Lo vimos ayer.

4. Esta es la foto. Nos la mandó anoche.

5. Esa es la señora. Acaba de llegar.

D. Interrogative pronouns

For each of the following sentences, write a question for which the word or words underlined are the answer:

1. Hoy es <u>el veinte de marzo</u>.

2. <u>Este señor</u> es el habitante más viejo.

3. <u>Sevilla</u> es la ciudad más cercana.

4. <u>El señor González</u> tiene mucho dinero.

5. La vida es <u>un misterio</u>.

6. <u>La experiencia</u> es el maestro más caro.

E. Adjectives

Rewrite each of the following sentences, placing the adjective given in parentheses in its proper place in the sentence and making the proper agreement:

1. (verde) En el otoño hay pocas hojas en los árboles.

2. (blanca) Ellos viven en la casa.

3. (azúl) Ella dos vestidos.

4. (grande) Simón Bolivar fue un general.

5. (bueno) Lincoln fue un hombre.

6. (alegre) Ellas son unas chicas.

F. Determinants

Complete the following sentences with the correct form of one of the articles:

1. Me gusta _____ primavera.

2. Es ____ una.

3. Me acuesto a ____ diez.

4. ____ capitán no está.

5. El es ____ buen chico.

6. Ella tiene ____ pelo rubio.

7. ____ fumar es un vicio.

8. ____ señor Gomez es muy simpático.

9. Yo tengo ____ libro muy interesante.

10. Ella tiene _____ ojos azúles.

11. Ella tiene _____ novela muy buena.

Complete the following sentences with appropriate demonstratives:

1. Juan, déme ____ libro que tiene en la mano.

2. Quítate _____ camisa.

3. Alicia, pareces encantadora en ____ vestido.

4. ¿Qué es _____?

5. Pablo siempre llegaba tarde, y _____ no le gustaba al maestro.

G. Adverbs

Complete each of the following sentences supplying the correct form of the adverb related to the adjective given in parentheses:

1. (lento) El cura se paseaba.
2. (cómodo) Es la única forma de viajar.
3. (tranquilo) Están charlando.
4. (alegre) La joven cantaba.
5. (cortés) El joven saludó a la dama.

Rewrite each of the following sentences placing the adverb in parentheses in its correct position:

1. (más) Pablo es pobre.
2. (bien) José toca el piano.
3. (mal) Él lo hizo.
4. (peor) María canta.
5. (demasiado) Esa señora es rica.

H. Reading comprehension

Testing will depend on the text used, and since teachers are familiar with multiple choice questions, no sample questions on reading will be given.

Vocabulary

Questions on vocabulary items are familiar to all teachers. Several different ways they may be given are here suggested.

1. Select the correct definitions.

   a. éxito

      1. puerta
      2. lo que sucede

3. un acontecimiento importante

4. salida

5. resultado feliz

2. Select the correct synonym.

a. auxiliar

1. autorizar

2. socavar

3. socorrer

4. silbar

3. Complete the sentences with idioms selected from the list given below, making the necessary changes.

Bajó del autobus y _____ correr.

Se lavó, se vistió y _____ salir.

El chico _____ porque era tarde.

Yo no _____ sus ideas sobre la enseñanza.

darse prisa

prepararse para

comenzar a

estar de acuerdo con

4. Rewrite the following sentences, replacing the underlined word with approximate equivalents selected from the list:

El chico permanece en su puesto.

El pasó un buen rato con sus amigos.

Todos llegaron a casa a la vez.

Entró en la casa sin decir nada.

Llegamos a las seis y cinco.

se queda

se divirtió

juntos

hacer ruido

pico

Grammatical survey of Levels I, II, and III, of A-LM Materials.

Level I

subject pronouns

definite and indefinite articles

-ar verbs, present tense

agreement of singular nouns and adjectives

plural of nouns and adjectives

definite article contractions: al, del

personal "a"

-er and -ir verbs, present tense

verbs with changes in the stem: e> ie, o> ue, u> ue, e> i, present tense

ir a + infinitive

possessive adjectives

interrogative words

present perfect tense

past participle used as an adjective

direct and indirect object pronouns

demonstratives

present progressive tense, form and use

faltar, encantar, parecer and gustar with indirect object pronouns

preterit tense forms of regular verbs, and use

preterit of dar, ser, ir

prepositional pronouns

ser and estar with adjectives

reflexive verbs form and use

position of reflexive pronouns with infinitives

present tense of verbs with first person singular irregularities

position limiting and descriptive adjectives

nouns of profession and nationality after ser

Level II

imperfect tense, formation and use

shortened form of adjectives

verbs with unstressed -e, -o preterit endings

indefinite reflexive, -se without object and with object and verb agreement

reflexive for unplanned occurrences

special meaning of querer, saber, estar in preterit and imperfect

imperfect progressive, formation and use

preterit and imperfect contrasted

long form of possessive

long form of possessive adjectives after ser and nouns

possessive pronouns

order of direct and indirect object pronouns in same sentence

-ir verbs with stem changes o u, e i in the preterit

future tense, formation and use

usage of deber, obligation and probability

position of negative words other than no

negative counterparts of affirmative words

imperative, tú form, affirmative and negative; Ud. form

position of pronouns with imperative

formation of adverbs

comparison of adjectives and adverbs

superlative construction

let's form, formation and use

indirect command

exclamatory qué, cómo

position of adjective and noun with qué

relative pronouns, que, quien

clause relater que

present subjunctive, formation and use

present subjunctive, after ojalá

adverbial conjunctions that always take the subjunctive

hacer in expressions of time, present and past tense

Level III

nominalization with definite and indefinite article, and neuter lo

conditional, regular and irregular, formation and use

present and past perfect subjunctive, formation and use

omission of the indefinite article

uses of definite article

the meanings and uses of para and por

nouns used in a generic sense, with definite article and with no preceding modifier

equivalents of "some" and "any", "to know", "to take", "to leave", "to ask"

This list of irregular, reflexive and orthographic changing verbs is arranged according to the way in which they appear in the A-1M books. Some other verbs which are conjugated like the model have been suggested for you to use if you so desire.

Level I

estar

ser

tener (ie), also contener, detener, mantener, obtener

venir (ie)

dar

ir

decir (i), also maldecir

traer, also distraer

salir

poner, also descomponer, disponer, suponer

oir

valer

hacer

saber

conocer, also ofrecer

reconocer

agradecer

parecer, also aparecer

ver

querer (ie)

preferir (ie)

empezar (ie), also comenzar

Level II

señar (ue)

resolver (ue), also devolver, volver

negar (ie)

coger, also dirigir, recoger

ofrecer

advertir (ie)

mantener (ie)

sentir (i), also, conseguir, convertir, sugerir

vestirse (i)

calentar (ie)

hervir (ie)

almorzar (ue)

detenerse (ie)

atravesar (ie) also, cerrar, despertar, merendar, pensar, and sentar

divertirse (ie)

acostarse (ue) also, acordarse, recordarse, encontrarse

reir (i) also, sonreir

repetir (i), also pedir, despedir, servir, vestir

sugerir (i)

probar (ue) also, mostrar, contar, costar

doler (ue) also, llover, soler

dirigir, also surgir, converger

despedirse (i)

merendar (ie)

disminuir, also incluir, construir

surgir

producir, also reproducir

mostrar (ue) also, demostrar

contener (ie)

Level III

arrepentirse (ie)

renovar (ue) also, sonar, resonar

conducir

referir (ie)

torcer (ue)

elegir (i)

exigir

oscurecer

SUGGESTED PROCEDURES

A. Pre-testing

It is recommended that all students enrolled be given the MLA Proficiendy Tests in Reading and Writing, Level. Form at the beginning of the course. This will help both students and teacher to plan the best possible course for those involved. Depending upon information gained from scores made by students, the teacher will be able to determine how much time should be given to development of each of the two skills.

B. Time allotment

The teacher may choose to alternate the days spent on structure with those spent on reading or the two skills may be taught in concentrated blocks of time. This will depend entirely upon the desires of the teacher and class, but the following different possibilities are suggested.

1. Structure three days a week and reading two days.
   a. Verbs -- three weeks
   b. Personal pronouns -- two weeks
   c. Relative and interrogative pronouns -- one week
   d. Demonstrative and possessive pronouns -- one week
   e. Nouns, adjectives and adverbs -- one week
   f. Articles, negative and indefinites -- one week
2. Structure two days a week and reading three days with the same relative amount of time devoted to structure as above.

3. Classroom procedure

1. Organized class work

If the teacher chooses to have the whole class doing the same thing at the same time, the above suggested time allotment will probably suffice with the additional recommendation that the class be taught in Spanish.

2. If the MLA Proficiency Test, or some other similar test, is given for diagnostic purposes, careful analysis of the scores may possibly reveal that the students enrolled are at varying levels of proficiency. If this is true, it will probably be best to plan the course individually with each student and to allow him to work at his own level and at his own pace. Since there are few, if any, textbooks planned for a nine week course anyway, it appears advisable to use some sort of workbook to teach the structures involved. These workbooks contain many different exercises and many different tests which a student could use to evaluate his own progress. Some of the available ones are listed in the materials for students along with two suggestions for a text to be used for reading.

EVALUATION

It is highly recommended that all students be given the MIA Proficiency Tests in Reading and Writing, Level M. Form MB, at the end of the course with the objective that a minimum of 80% of the students achieve a score of at least the 75th percentile according to the general norms for their level. Sample test questions are included in this course a outline for these teachers who do not choose to make use of these printed proficiency tests.

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